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ABSTRACT

This collection of abstracts is part of a continuing series providing information on recent doctoral dissertations. The 18 titles deal with a variety of topics, including the following: (1) English language writing skills in Nigerian schools, (2) the effectiveness of writing as a counseling technique, (3) writing apprehension, (4) writing competencies needed in science and social studies, (5) student writers' uses of teacher evaluation, (6) the effects of personal characteristics and environmental factors on the writing achievement of twelfth grade students, (7) classical rhetorical invention, (8) sentence combining, (9) two-year college writing labs, (10) the influence of verbal ability on the composing process of college freshmen, (11) the use of models imitation with seventh grade students, (12) a comparison of the writing of black and Caucasian tenth grade students, (13) tutorial techniques of professional writers, and (14) the writing of college freshmen identified as either formal or nonformal operational thinkers in J. Piaget's stage theory of cognitive development. (AEA)

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Written Language and Writing Abilities:

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WRITING SKILLS IN THE NIGERIAN SCHOOL CERTIFICATE ENGLISH LANGUAGE PROGRAM

Order No. 8104855

ABODERIN, ADEWUYI OYEYEMI, PH.D. *The Florida State University*, 1980. 267pp. Major Professor: Gordon C. Brossell

The study reviewed the importance of English language in Nigeria. As the country's official language, the language of formal education, of politics, of commerce, and of inter-ethnic and international communication, English has become a language required for full participation in Nigerian affairs. This is the reason for the investigator's concern about students' poor performance in English every year on the West African School Certificate Examination (WASCE).

Several possible causes were examined, but the paucity of qualified teachers of English and absence of good English language textbooks were considered to be the most threatening. Since teacher training normally requires a long time to accomplish, it was resolved that textbooks should provide the immediate remedy by presenting instructional materials in such quantity and of such quality as will ensure students' general competence in English language and success in the WASCE.

Consequently, there were two parts to the study. The first part examined the types and amount of composition tasks set in each of the three coursebooks which subdivide into fifteen textbooks. The composition tasks in the fifteen textbooks and WASCE English composition papers from 1969-1979 were compiled by the investigator and handed out to a panel of three independent raters. The raters categorized each composition task according to the working definitions provided by the investigator. Frequency counts were later computed and expressed as percentages for the purpose of comparison.

It was found that students were more frequently expected to write in the transactional-report category than in any of the six other categories used in the study. The textbooks' failure to include a fair proportion of composition tasks for each category was regarded as a fault since composition tasks were set in all the categories in the WASCE at one time or another.

The second part of the study assessed the quality of instruction in each coursebook and the accompanying *Teachers' Notes*. Two of the three coursebooks were found to be average while the third was rated inferior. It was concluded that a coursebook would be satisfactory in the Nigerian situation examined in the study only if it provided superior quality instruction.

A STUDY OF WRITING AS A COUNSELING TECHNIQUE

Order No. 8101050

ADAMS, FRED BRYAN, ED.D. *University of Virginia*, 1980. 130pp.

It was the purpose of this study to assess the effectiveness of writing as a counseling technique in the public school setting. School counselors are on a constant search for new and better methods of counseling with students. One method that has shown some promise as an addition to the counseling profession is writing therapy or writing as a counseling technique. This method of counseling students involves written communication between counselor and student without the oral face-to-face contact. There is formal research that indicates some real benefits of this writing process.

The five research questions explored in this study were: (I) Is writing any more effective than other methods that students identify to assist them with developmental concerns? (II) Is there agreement between counselors and students as to the effectiveness of writing as a counseling technique? (III) What are students' perceptions of the effectiveness of the writing process? (IV) Is there agreement among counselors as to the effectiveness of writing as a counseling technique? (V) Is there agreement among impartial judges who rate the student writing and counselor responses?

Sixty senior high school students were given the opportunity to engage in an experiment in writing. From these students, a writing group, a cue group, and a control group were formed for the experiment. The writing group engaged in a writing process for six weeks with counselors who responded to the students in writing. After the writing sessions all students participated in an evaluation process designed to assess writing as a counseling technique.

The results of the study revealed that the writing group received the kind of help by way of the writing process that satisfied the developmental goals which they had identified. These goals were satisfied to a greater degree than those of the cue and control groups. The counselors and the students in the project perceived the writing process somewhat differently. The students had a higher positive rating of the counseling process, while the counselors took a more critical view. The overall student comments were extremely positive concerning the writing process. The counselors viewed the writing as effective for students, and also perceived it as a valuable use of their time in terms of administering a counseling program. The overall conclusion concerning counselor perceptions were that they saw the writing process as very practical, effective, and efficient in helping students. Judges who rated the effectiveness of writing also determined the process to be effective. A rater agreement score was derived for each of the counseling components of the study. There was significant rater agreement (.01 level) on 12 of the 14 counseling areas.

The overall evaluation of the writing process by students, counselors, and judges revealed that writing was an effective counseling technique and should be included in public school counseling programs.

A DESCRIPTIVE ANALYSIS OF THE RELATIONSHIPS BETWEEN WRITING APPREHENSION AND THE COMPOSING PROCESSES OF SELECTED SECONDARY STUDENTS

Order No. 8102603

BUTLER, DEBORAH ANN, ED.D. *University of Virginia*, 1980. 256pp.

The purpose of this study was to answer the following research question: What are the similar and different characteristics of the composing-writing processes used by two high apprehensive writers and those used by two low apprehensive writers on the secondary school level?

In order to explore this question, case studies of selected students were conducted. This particular case study also required the categorization of subjects according to apprehension level and writing ability. The Miller-Daly Writing Apprehension Scale was used to identify students with high or low writing apprehension. Then, the writing ability of the students who were in each of these groups was determined by the use of a teacher rating of the writing ability of each student. One subject was selected from each of the following categories: (1) high apprehensives with high writing ability; (2) low apprehensives with high writing ability; (3) high apprehensives with low writing ability; and (4) low apprehensives with low writing ability. All four students in the sample were in the eleventh grade and all wrote on the same topics.

Students were observed while writing by the researcher, and the videotape recorder was used to record the writing episode from another perspective. The subjects were also interviewed after each writing session; these interviews were tape recorded. Each student wrote two papers for the experiment.

Several conclusions about the relationships between apprehension and composing processes were formed based on comparisons of characteristics of the composing processes of these four writers: (1) The one high and one low apprehensive writer with high writing ability showed differences in certain pre-writing behaviors, in physical activity while writing, and in some revision behaviors. Differences between these two also existed in audience consideration, subject selection procedures, awareness of purposes for writing, and concerns about correctness when revising. (2) For one high and one low apprehensive writer with low writing ability, there were differences in the writing process in the amount of physical activity while writing, in re-reading behaviors, and in audience, subject, and writing purpose considerations. (3) When differences between the pair of apprehensive and non-apprehensive writers were noted, the parts of the writing process related to apprehension were audience, subject, and writing purpose considerations; or, in other words, there were no differences between the pairs of students in their writing behaviors relating to apprehension, only in their thought processes about aspects of their own writing processes.

IDENTIFICATION OF WRITING COMPETENCIES NEEDED BY SECONDARY STUDENTS TO PERFORM ASSIGNMENTS IN SCIENCE AND SOCIAL STUDIES CLASSES Order No. 8101959

CLEMMONS, SARAH MARTIN, PH.D. *The Florida State University*, 1980. 194pp. Major Professor: John S. Simmons

This study developed and validated an optimum writing competencies list that paralleled the Florida Minimum Skills list but specified the skills needed by secondary students to perform academic writing assignments required in science and social studies classes. The study was accomplished in three phases. The first phase consisted of identifying the writing tasks most often demanded of secondary students by their science and social studies teachers. In the second phase of the study, the writing assignments identified in the first phase were analyzed and translated into optimum writing competencies required to complete the assignments, and a comprehensive list of optimum writing competencies was constructed. In the third phase a panel of writing experts validated the optimum writing competencies list by identifying the competencies most needed by students.

In the first phase, the Panhandle Area Educational Cooperative, an agency which coordinates the combined educational efforts of nine Northwest Florida county school systems, agreed to serve as a liaison between the investigator and the county school superintendents. This agency sanctioned the study and encouraged the school superintendents to grant permission for their schools to participate in the study. After permission was granted, the principals of high schools in these counties were requested to supply the names of their secondary science and social studies faculty members. When these names were submitted, these teachers were requested to send samples of writing tasks commonly required in their classes. Of the 133 teachers contacted, 75 teachers responded, and 257 writing assignments were collected.

In the second phase of the study, the writing assignments collected in the first phase were analyzed and translated into writing competencies needed to perform the tasks. The analysis of the assignments indicated that science and social studies teachers expected students to be able to perform a variety of types of writing tasks, with test taking, answering study questions, and essay writing as the most often assigned tasks. The teachers frequently assigned writing as a part of the instructional methodology, including evaluative writing, daily in-class writing and extended out-of-class writing. However, many of the writing assignments did not include specific or complete directions. Writing assignments of various degrees of complexity were made, but most required optimum writing skills. In addition, the assignments required mastery of some skills in all composing and editing competency areas. The assignments were translated into a total of 73 writing competencies, and a composite list was constructed.

In the third phase a survey questionnaire containing the skills list was mailed to ten educators responsible for secondary and adult writing instruction at various high schools, community colleges, and universities in Florida. These writing experts were members of a panel asked to judge the degree of importance of each of the optimum writing competencies identified in phase II. The analysis of their ratings revealed 65 of the 73 competencies were considered important for completing science and social studies writing assignments.

This list could be of potential use to English, science, and social studies teachers who expect to assist students in developing optimum writing skills needed for completing academic writing tasks.

THE COMPARATIVE EFFECTS OF TWO COMPOSITION METHODOLOGIES ON THE SYNTACTIC MATURITY, WRITING APPREHENSION, AND OVERALL WRITING ABILITY OF NINTH AND TENTH GRADE STUDENTS Order No. 8111697

DAKER, LAWRENCE PATRICK, ED.D. *Northern Illinois University*, 1980. 153pp.

The purpose of this study was to investigate the effects of two composition methodologies on the syntactic maturity, writing apprehension, and overall writing ability of ninth and tenth grade students. There were three independent and three dependent variables in this study. The independent variables were teaching method (sentence-combining and journal writing, and the study of grammar, usage, and the modes of discourse), grade (ninth and tenth), and language arts ability (low, average, and high). The three dependent variables were syntactic maturity, writing apprehension, and overall writing ability.

This study measured the results of sixteen weeks of instruction on 260 students selected from a suburban Chicago high school. There were twelve teachers assigned to teach ninth and tenth grade English classes for the first semester of the 1979-1980 school year who were randomly chosen to participate in the experiment. A total of twelve intact classes participated in the study. Designation of teachers and their classes to experimental and control methods was done randomly.

The dependent variable syntactic maturity was assessed by an analysis of gain scores in number of words per T-unit and number of words per clause based on Hunt and O'Donnell's diagnostic passages "Aluminum" and "The Chicken" and by an analysis of words per T-unit and number of words per clause based on an analysis of free writing in three modes of discourse. The dependent variable writing apprehension was measured by *The Daly and Miller Instrument to Measure Writing Apprehension.* Assessment of overall writing ability was done by six evaluators' forced choice ratings of eighteen pairs of matched compositions. Factorial analyses of variance were performed on the data relating to syntactic maturity and writing apprehension. The chi-square statistic was used on the data relating to overall writing ability.

Based on the findings of the study, the following conclusions were drawn: (1) As assessed by the *Hunt-O'Donnell Test of Syntactic Maturity*, the experimental method was more effective than the control method in increasing T-unit length, when analyzed by ability and grade. (2) As assessed by the *Hunt-O'Donnell Test of Syntactic Maturity*, the experimental method was more effective than the control method in increasing clause length, when analyzed by ability and grade. (3) As assessed by an analysis of free writing, the experimental method was more effective than the control method in producing longer T-units, when analyzed by ability and grade. (4) As assessed by an analysis of free writing, the experimental method was more effective in producing longer clauses, when analyzed by ability. (5) Neither the experimental nor the control method had a more beneficial effect on writing apprehension. (6) Neither the experimental nor the control method had a more beneficial effect on overall writing ability.

The findings suggest that when sentence-combining and journal writing are used as a method of teaching composition, syntactic development will be enhanced. In general, the less mature the student syntactic level, the more this method may be expected to enhance development. In addition, the sentence-combining/journal writing method should not negatively affect writing apprehension or overall writing ability. The results of the study, however, do not support the position that is method is superior to the control method in the way it affects writing apprehension and overall writing ability.

A COLLABORATIVE STUDY OF STUDENT WRITERS' USES OF TEACHER EVALUATION

Order No. 8107319

EDELSBERG, CHARLES MARC, PH.D. *The Ohio State University*, 1980. 287pp. Adviser: Professor Donald Bateman

Stated in general terms, the research question for this study is: How does evaluation of students' writing function for individual learners? The study examines a one-semester, eleventh-grade Intermediate Composition course taught by an experienced teacher applying an interactionist theory of writing to her instructional practice. The dissertation relies on narrative report to try to recreate the classroom experience for the reader and to establish a total picture from which to assess research evidence.

This study differs from most writing research in that it documents the function of evaluation for students in relation to the process of their becoming writers within the classroom environment where learnings about composition skills ostensibly occur. A major assumption is that a teacher's evaluation practices and students' responses to them cannot be separated from either other parts of the composition curriculum or overall teacher-student interaction. Aiming, then, to disclose the manner in which individual pupils *experience* teacher evaluation on their writing, field research methodology was employed, whereby I devoted five months to participant-observation. Teacher collaboration was included as an essential component of the research methodology. The classroom teacher helped to collect and interpret evidence. The study thus incorporates two perspectives on the research problem.

The collaborating teacher in this project took an interactionist approach to teaching composition, rejecting rehearsal of writing rules in favor of dialogical practice in speaking, listening, reading, acting, and writing. Students were asked from the outset to compose whole pieces of discourse. Committing errors and writing badly were viewed as acceptable steps in learning how to write well. The teacher evaluated student work formatively. Not all writing was graded, and peer tutoring was common. The teacher regarded evaluation as an activity which could empower students to re-vision their writing by enabling them to discover personalized strategies for developing their individual composing processes.

The study reveals that students attend selectively to teacher commentary and also use different sources of information--class activities, assignment directions, in-class teacher feedback, etc.--to help them generate and edit composition. A major factor influencing students' uses of teacher commentary is the writing motivations students bring to composing tasks. In this class, at least four such motivations could be detected: to get (good grades), to be (a model student), to do (more competent writing), and to become (a more fully realized person). Internally motivated students seemingly interpret teacher remarks as information to be used in developing not only their writing but their personal and social competence as well. By contrast, learners whose motivation is extrinsic read the teacher's commentary as judgment on the worth of their performance.

Teacher evaluation and its effects on students' perceptions of their writing progress, teacher-student relationship as an influence on student writing performance, and the nature of teacher evaluation are also explored. The research discusses student use of teacher evaluation in view of students' total classroom experience. Special attention is given to the unusual features of interactionist instruction as accounted for by students themselves.

The "story" told in this dissertation demonstrates that student use of teacher evaluation in the interactionist class is a dynamic activity and not a simple matter of automatic pupil response to one-dimensional teacher stimulus. The research provides insight into the reasons why students' interpret teacher commentary as they do and why one particular teacher evaluates as she does. Disclosure of this sort is made possible by the collaborative methodology assumed. The dissertation concludes with a discussion of the potential advantages and problems inherent in collaborative study.

A NATIONAL STUDY OF THE LEVEL OF COMPOSITION ACHIEVEMENT (SUPERIOR/AVERAGE) OF TWELFTH-GRADE COMPOSITION STUDENTS AND SELECTED PERSONAL CHARACTERISTICS/ENVIRONMENTAL FACTORS

Order No. 8101428

FELLAND, NORMAN ALLEN, ED.D. *Northern Illinois University*, 1980. 158pp.

The purpose of this study was to determine whether significant differences existed among the personal characteristics and environmental factors of twelfth-grade superior writers and twelfth-grade average writers. The thirty-three dependent variables were compared and statistically tested.

The sample (950 randomly selected public high schools) was taken from a population of 19,046 United States high schools. A questionnaire, accompanied with an operational definition of a superior writer or an average writer, was sent to each English department head in the sample. The returned questionnaires included 256 superior writers and 200 average writers.

Using chi-square tests and t tests, the data were analyzed according to the *Statistical Package for the Social Sciences* (SPSS). The following conclusions were based upon the significant findings of the study and the review of literature:

(1) The superior writer, compared to the average writer, was more likely to be highly encouraged to read by his parents; was more likely expected by his parents to attend college; came from a family of diverse or less similar interests; was more likely to have a father employed in a profession; considered English teachers as favorite teachers; rated the skill of writing very high; was highly confident in his writing ability; was highly self-motivated; viewed himself as moderately extroverted, neither extroverted nor introverted, or moderately introverted; believed a high level of communication skill would be needed for his career choice; usually enjoyed writing; had a father more formally educated; had a mother more formally educated; had an older father; had an older mother; read more books; had more books in the home; most enjoyed the content areas of science, music, mathematics, or English; was required to write more themes; was more likely to have a mother who had not been employed outside the home since the birth of her first child; and was in the top quarter of his graduating class.

(2) The average writer, compared to the superior writer, was more likely to be encouraged to read or was neither encouraged nor discouraged to read by parents; was more likely expected to attend a trade/technical school or to have no formal education beyond high school by his parents; came from a family with less diverse or more similar interests; was more likely to have a father employed as a businessman, a skilled worker, a semiskilled worker, or a clerk or similar worker; viewed English teachers indifferently or did not like his English teachers; rated the skill of writing lower; was moderately confident or had no confidence in his writing ability; was either moderately self-motivated, indifferent, or motivated to avoid punishment; viewed himself as highly extroverted or highly introverted; believed a moderate level to a moderately low level of communication skill would be required for his career choice; sometimes enjoyed writing or was indifferent to writing; had a father with less formal education; had a mother with less formal education; had a younger father; had a younger mother; read fewer books; had fewer books in the home; most enjoyed the content areas of social studies, art, industrial arts, or business; wrote fewer themes; was more likely to have a mother who was or who had been employed outside the home since the birth of her first child; and was in the top half of his graduating class.

THE RELATIONSHIP BETWEEN THE REFLECTION-IMPULSIVITY DIMENSION OF COGNITIVE STYLE AND SELECTED QUALITATIVE AND SYNTACTIC ASPECTS OF TIME-BOUND, FIRST DRAFT, EXPOSITORY COMPOSITIONS

Order No. 8105505

FISCHER, OLGA HOWARD, PH.D. *George Peabody College for Teachers of Vanderbilt University*, 1980. 133pp. Major Professor: Warren Titus

Purpose. This study investigated the relationship between cognitive style's reflection-impulsivity dimension and various qualitative and syntactic aspects of time-bound, first draft, expository written composition. Relationships between variables derived from the Diederich Scale, an instrument for qualitative evaluation, and T-unit analysis, a measure of syntactic maturity, and variables representing the Matching Familiar Figures Test (MFFT) response latency and error dimensions were sought. The relationship of age and sex to these variables and the interrelationships among all the variables were also investigated.

Procedure. The 32 subjects were randomly selected seventh and eighth graders from a coeducational, private, independent school in Nashville, Tennessee. Data were gathered individually at the Peabody College Television Studio by administering the MFFT and then asking subjects to write a 40-minute expository composition on a given topic requiring some generalizing. Data were analyzed by: (a) qualitative evaluation of the student written compositions by trained raters using the Diederich Scale, (b) syntactic measurement of the compositions through T-unit analysis, and (c) a search for significant relationships between variables ($p < .05$) by means of an intercorrelation matrix.

Major Findings. (1) There were no significant relationships between reflection-impulsivity as measured by the MFFT and selected aspects of written composition. (2) Performance on the MFFT latency of response dimension was positively related to composition length and to number of paragraphs. (3) Age was negatively related to MFFT response latency. (4) Age was positively related to the usage, punctuation, spelling, and mechanics items of the Diederich Scale. (5) Males wrote more words per T-unit than females did. (6) Positive relationships were discovered among all Diederich Scale items, except spelling. (7) High interrater reliability was achieved among Diederich Scale raters through training. (8) Longer compositions scored significantly better in terms of organization and quality. (9) Ideas were positively related to syntactic maturity, composition length, and to the following Diederich Scale items: general merit, organization, wording, flavor, usage, spelling, and mechanics. (10) No significant relationship was found between conceptual tempo and revisions per 100 words. (11) Clauses per T-unit and words per T-unit were positively related. (12) Words per T-unit and words per clause were both related to Diederich Scale quality categories. (13) Relatively little notetaking or outlining behavior went on prior to transcribing.

NEO-CLASSICAL INVENTION: FOUR PRINCIPLES FOR CONTEMPORARY PERSUASIVE DISCOURSE Order No. 8103258

FLYNN, JAMES PATRICK, D.A. *Illinois State University*, 1980. 147pp.

This dissertation analyzed classical rhetorical invention in order to isolate its four essential components: guidance in generating content, guidance in generating the rhetorical relationship between content and form, guidance in generating the rhetorical relationship between content and writer, and guidance in generating the rhetorical relationship between writer and audience. These components were, in turn, adapted to contemporary persuasive discourse and identified as four principles which must be part of any neo-classical inventional theory: (1) By defining the nature of knowledge in the contemporary world, by distinguishing between epistemological and taxonomical heuristic systems, and by identifying taxonomical heuristic systems as being most appropriate for the degree of certainty and comprehensiveness required of the content of contemporary persuasive discourse, neo-classical invention provides guidance in generating content. (2) By defining the role of language in conveying reality, by relating the conceptual, generative, and rhetorical capabilities of language to the conceptual, generative, and rhetorical capabilities of form, and by applying Kenneth Burke's classification of the five types of form to the logical, ethical, and pathetic appeals of contemporary persuasive discourse, neo-classical invention provides guidance in generating the rhetorical relationship between content and form. (3) By identifying the nature of the risk in contemporary rhetorical situations, by recognizing that personal inquiry is the key to minimizing that risk, and by clarifying the relationship between the types of argument and the components of *ethos*, neo-classical invention provides guidance in generating the rhetorical relationship between the writer and his content. (4) By defining the nature of the contemporary audience, by distinguishing between the types of audience, by recognizing the importance of constructing a conception of audience for each rhetorical situation, and by establishing the relationship between each aspect of the communication triangle and the audience, neo-classical invention provides guidance in generating the rhetorical relationship between the writer and his audience.

A COMPARISON OF THE EFFECTS OF PRACTICE WITH SIGNALED OR OPEN SENTENCE-COMBINING EXERCISES WITHIN VARYING INSTRUCTIONAL TIME FRAMES

Order No. 8105352

HENDERSON, H. KAYE, ED.D. *University of Houston*, 1980. 245pp. Chairmen: Dr. Elton G. Stetson, Dr. Richard F. Abrahamson

Purpose of the Study. The purpose of this study was to investigate the effects of two sentence-combining formats practiced within two instructional time frames on the rate and level of development of syntactic maturity and/or the overall quality of compositions produced by tenth-graders. Specifically, the investigation attempted to: (1) determine if either the "signaled" or the "open" format would promote a significantly higher level of quantitatively measured syntactic maturity as well as qualitatively measured overall effectiveness, and (2) determine if the effects of the sentence-combining practice would differ when the equivalent time allotted to practicing the "signaled" or the "open" format was varied within an "intensified" or an "extended" time frame.

Procedure and Methodology. The sample population consisted of 90 students enrolled in 6 average-ability English classes. Two of the groups practiced "signaled" exercises; one within an "intensified" time frame (1 hour per week for 12 weeks), one within an "extended" time frame (½ hour per week for 24 weeks). Two other groups practiced "open" exercises within the same instructional time frames. The final two groups studied the "regular" curriculum which was centered on the practice of sentence-building exercises outlined in the tenth-grade textbook. All subjects wrote 5 pre-tests and 5 post-tests. The "intensified" groups were post-tested after the first 12 weeks; the "extended" groups were post-tested after 24 weeks.

Syntactic maturity was measured via T-unit length, clause length, and number of clauses per T-unit. All 180 pre- and post-test papers were judged holistically for overall quality by a team of 8 raters. The post-tests that were determined to be significantly better on the holistic scoring were also rated analytically by a different team of raters.

Conclusions. A Split-Plot Fractional Factorial analysis of variance for each of the three factors of syntactic maturity indicated the following: (1) The (SI), (OI), (RI), and (RE) groups produced significantly higher post-test scores on the words per T-unit factor at $p < .001$. (2) The (SI) group's post-test score on the words per T-unit factor was significantly higher than the post-test score for the (SE) group at $p < .001$. (3) The (SI) group's post-test score on the words per clause factor was significantly higher than the post-test score for the (SE) group at $p < .01$.

A t-test for multiple comparisons, used to analyze the holistic scores, and a chi-square analysis, used to analyze the analytical ratings, indicated the following: (1) The (OI), (OE), and (SE) groups produced significantly higher holistic pre-test to post-test scores at $p < .01$. (2) There were no significant deviations from the expected scores on the analytical ratings of the compositions.

Discussion. Concerning the selection of a sentence-combining format which is appropriate for use with tenth-graders, it appears that the "signaled" format more readily promotes a higher gain in the number of clauses per T-unit. However, it appears that the "open" format more readily promotes non-clausal embedding than does the "signaled" format. In addition, the "open" format appears to more readily promote improvement in the overall quality. Regarding the selection of an appropriate time frame, it appears that the inclass practice time does influence the development of syntactic maturity. The present study indicates that the students transfer the sentence-combining strategies to their own free-writing when the practice lessons are taught in the "intensified" time frame.

A STUDY OF THE STRUCTURE OF THE WRITING LABORATORY PROGRAMS IN TWO-YEAR COMMUNITY COLLEGES

Order No. 8106586

HENDERSON, MAURICE MELVIN, PH.D. *Indiana University of Pennsylvania*, 1980. 121pp. Chairman: Dr. Robert G. Johnson

The purpose of this study was to provide a broad and accurate picture of the typical structure of the writing laboratory program in the two-year community college nationwide, and to examine regional differences in these programs.

The data for this study were collected through the use of a 20-item questionnaire. This questionnaire sought the following information concerning the structural components of the writing laboratory program: whether or not an institution had a writing laboratory or planned to institute one; the source of request to establish the writing laboratory, the controlling body of the writing laboratory; the age of the writing laboratory; the instructional materials and aids used in the writing laboratory; effective and/or innovative use of instructional materials and aids; and plans for revising the writing laboratory programs.

The following questions sought information concerning the writing laboratory staff and students: the number of instructors employed; the major problems that instructors have with student attendance and motivation; the percentage of students who made use of the writing laboratory; the procedures for selecting students; and the length of time students are required to attend the writing laboratory.

The questionnaire was mailed to the director and/or the administrator of the writing laboratory program in 525 two-year community colleges listed in the Accredited Institutions of Postsecondary Education and Programs 1977-78. Replies were received from 200 (38.1%) from all of the states, with the exception of Delaware, South Dakota, and Utah.

The data indicated that 58.4% of the institutions surveyed had a writing laboratory, and 11.1% had one in the planning stage. Almost half (45.8%) of the requests to establish the writing laboratory came from the English department. Also, 61.1% have the English department as the controlling body of the writing laboratory.

With regard to the age of the writing laboratory in the institutions, the findings indicated that 62.1% were in the one to five-year old category. Thirty-seven and nine tenths percent indicated that they used a combination of the following instructional materials and aids: diagnostic testing, printed programmed instructional materials and one-to-one tutoring.

Concerning the effective and/or innovative use of instructional materials and aids, 40.5% did not answer this question; 17.4% listed nothing as a category. Thirty-six and three tenths percent of the institutions surveyed did not have any plans for revising the writing laboratory programs, due to a lack of budget.

Peer tutoring seemed to be the ensuing trend, as opposed to the use of experienced faculty members for staffing the writing laboratory. Scheduling, an administrative concern, was listed by 23.7% of the institutions surveyed as the major problem that instructors have with students in the writing laboratory. Voluntary attendance (19.5%) was the major problem with student attendance and motivation.

The findings also indicated that the percentage (20.5%) of the students who used the writing laboratory at the institutions was greater in the zero to ten percent category than any of the other categories. Instructor referral procedure for selecting students for the writing laboratory was reported by 39.5% of the institutions. The semester basis was used by 38.4% of the surveyed institutions as the length of time required for students to attend the writing laboratory.

Each finding is reported separately for each geographical region of the country (Mountain, Great Plains, Far West, New England, Mid-Atlantic, Midwest, and Southeastern). Differences in approach to the writing laboratory at the two-year colleges in the various areas are noted and commented upon.

COGNITIVE TEMPO AND VERBAL ABILITIES IN THE COMPOSING PROCESS OF COLLEGE WRITERS

Order No. 8100383

JOHNSON, WALLACE STANLEY, PH.D. *University of Idaho*, 1980. 84pp. Chairman: Joseph T. Kelly

The purpose of this study was to assess the influence of cognitive tempo, verbal aptitude, and knowledge of standard written English on four kinds of behavior in the composing process of 28 college freshman writers (13 males, 15 females, mean age 19.0): (1) prewriting-planning, (2) pausing, (3) rescanning-rereading-revising, and (4) composing rate. Total time expended was recorded for each behavior.

Data from the two dimensions of the Matching Familiar Figures (MFF) test, mean latency and total error, were converted to the derived constructs, Impulsivity and Efficiency, using the Salkind and Wright integrated model. Impulsivity, Efficiency, SAT Verbal, and SAT Test of Standard Written English were then analyzed in a stepwise multiple regression equation to determine contribution to variance in the four kinds of writing behavior. There was no significant contribution to variance in any writing behavior by any of the independent variables. In all cases unaccounted for variance was more than 85%.

The stepwise entry of the independent variables in the multiple regression on dependent variables suggested that different aspects of the composing process may be associated with different kinds and combinations of variables: prewriting-planning and composing rate with MFF Impulsivity; pausing and rescanning-rereading-revising with SAT Verbal scores. However, in the combination of variables used none of these independent variables were efficient predictors of composing behavior.

Raw data from the MFF adolescent-adult form was similar to that found in previous studies. There was a Pearson correlation of $-.607$ ($p < .001$) between mean latency and total error. The error dimension showed less stability than latency.

A multiple regression of all dependent and independent variables on the quality of writing score revealed that the rescanning-rereading-revising behavior was a significant predictor of quality ($F = 8.279$, $p < .01$).

THE EFFECTS OF A PROGRAM OF MODELS-IMITATION ON THE WRITING OF SEVENTH GRADE STUDENTS

Order No. 8100938

MARTIN, WILLIAM DENNIS, PH.D. *The University of Texas at Austin*, 1980. 222pp. Supervisor: Charles R. Kline, Jr.

The effects of twenty models-imitation lessons on the writing of seventh grade students were measured both by an analysis of scores on six indices of syntactic maturity and by analysis of data from subjective ratings of student writing by a panel of nine teachers.

The writing of the 61 students in the experimental treatment group was compared with the writing of the 62 students in the control treatment group. The control treatment group studied twenty composition lessons taken from a standard seventh grade textbook. The lessons were studied over a twenty-six week period. Five pretreatment and five posttreatment writing samples provided the data for analysis.

It was found that the writing of students studying models-imitation lessons did not show significantly more growth in syntactic maturity than the writing of students using a series of composition lessons from a standard textbook.

Furthermore, the writing of students studying models-imitation lessons was not rated significantly higher in overall quality by a panel of teachers than the writing of students studying lessons from a standard text-book.

The writing of students studying models-imitation lessons did not show growth in syntactic maturity equal to or greater than the growth in syntactic maturity demonstrated by seventh grade students who had studied sentence-combining lessons (as reported by Frank O'Hare in his 1973 publication *Sentence Combining: Improving Student Writing without Formal Grammar Instruction*).

Significant pre-post growth in words/T-unit, words/clause, and adjective clauses/100 T-units was reported for the students studying models-imitation. No significant pre-post growth was reported for the students studying the textbook.

It was concluded that, while models-imitation does not seem to improve the syntactic maturity or quality of student writing significantly more than traditional methods nor as much as a series of sentence-combining exercises, it is, nevertheless, an effective teaching technique which significantly increases the syntactic maturity of student writing. Models-imitation was recommended as a supplement to, rather than as a substitute for, existing methods of teaching composition.

THE EFFECTS OF SOCIAL PERCEPTUAL AND CAUSAL ATTRIBUTIONAL VARIABLES ON TEACHERS' PERCEPTIONS AND RATINGS OF STUDENTS' WRITTEN COMPOSITION

Order No. 8109473

MICHLIN, MICHAEL LEWIS, PH.D. *University of Minnesota*, 1977. 112pp.

Composition-rating behavior was assessed to determine if and how attributed dimensions of students' ability, effort and social status affected teachers' judgments of the quality of students' compositions and how those dimensions were related to teachers' expectations of writing achievement for those students. In general, teachers were more negatively disposed toward high ability and higher status students with attributed low effort than they were toward low ability or lower status students with low efforts.

On measures of composition evaluation, teachers rated the same essay higher if they believed it had been written by a lower status student. For students of higher ability, low effort led to the lowest essay ratings. For students perceived as having high ability and having expended high effort, the same essay was rated highest. For students of higher social status, low effort led to lower ratings, while low status students with low effort had the same essay rated highest. On five measures of teachers' expectations for achievement in writing, a similar pattern of negative bias and compensatory ratings was found. Significant interactions on these expectancy measures revealed the biased expectations of the teacher raters: high ability-low effort and higher status-low effort students received the lowest expectancy ratings.

These results were interpreted within a causal attribution theory framework. Previous assumptions that social class or ability stereotypes affect teachers' ratings and expectations in a straight-foward manner were not supported. Provided with information regarding a student's ability, effort and social status, these teachers were most likely assessing the student's intention and responsibility for the essay. Following their attribution of intention and responsibility to the writer, teachers then differentially rated the essay in a fashion consistent with their attributions.

To assess the effects of attributed dimensions of students' ability, effort and social status, 56 pre-service English teachers read personal, family and academic information about the writer and then his essay. Two essay-evaluation measures were used: a holistic rating and a composite writing-evaluation score arrived at by summing the teachers' ratings on eight 7-step semantic differential scales related to composition evaluation. Five expectancy measures were analyzed. They were built from eleven 7-step semantic differential scales following the results of a factor analysis of the eleven scales.

This study departs from the link implied between the self-fulfilling prophecy effects which are described in expectancy research and the hypothesis of linguistic stereotypes which is described in language and attitude research. The conjunction of these two lines of research led to claims in the literature for the prepotency of sociolinguistic variables in triggering stereotyped person perception. Causal attribution theory is applied in this study as a principled basis for the selection and interpretation of the variables manipulated and as a means for assessing the sociolinguistic factors as they may affect teachers' judgments of students' academic performances.

A COMPARATIVE ANALYSIS OF TWO METHODS OF INVENTION

Order No. 8106305

NUGENT, SUSAN MONROE, PH.D. *Indiana University of Pennsylvania*, 1980. 256pp. Chairperson: Joan R. Yanuzzi

The objective of this study was to compare the effects of the Odell Heuristic and the Rohman and Wlecke Prewriting Method on the writing of college composition students. These effects were examined using statistical and protocol analysis. The statistical analysis provides information concerning the qualitative gains in written products after each heuristic was taught, and the protocol analysis gives insight into the changes in cognitive processes of students when utilizing these heuristics.

For the statistical investigation two classes of college composition students were given a pre-test, an in-class essay, prior to learning a method of invention. One class was taught the Odell Heuristic while the other was taught the Rohman and Wlecke Prewriting Method. A post-test, another in-class essay, was written at the end of the course. Utilizing analysis of covariance to adjust for pre-test differences between the two classes, it was found that there was a significant effect due to method. As judged by raters using a modified Diederich Rating Scale, the sampling of students exposed to the Odell Heuristic improved the quality of writing more than the class that was taught the Rohman and Wlecke procedure.

From each class, two students were selected for purposes of protocol analysis. Protocols were collected from these four students prior to and after learning a method of invention. Thirty types of cognitive processes labeled by J.P. Guilford (Meeker, *Structure of Intellect*, 1969) were analyzed in this study. Comparisons of the pre- and post- protocols indicate that types of the students' cognitive processes increased when a heuristic was utilized. Students who were taught the Rohman and Wlecke Prewriting Method used all thirty types of cognitive processes during post-protocol sessions. On the other hand, the students of the Odell Heuristic failed to use certain types of Relations (analogies). The results of the investigation suggest that the Rohman and Wlecke procedures activate a greater number of types of cognitive processes than the Odell Heuristic.

As well as increasing types of cognitive processes, both heuristic procedures also increased frequency of cognitive processes. In examining this increased frequency, it was found that the students who had learned the Odell Heuristic produced cognitive processes more efficiently than the students of the Rohman and Wlecke method. That is, the students of the Odell Heuristic used more processes in fewer words than did the students who had been taught the Rohman and Wlecke Prewriting Method.

The findings of this study have significant implications for the teaching of composition, especially the integrating and developing of cognitive processes as related to writing. Other implications are of concern to rhetorical theory and point to the need for subsequent research.

AN INVESTIGATION OF TENTH-GRADE STUDENTS' WRITING

Order No. 8105784

PECK, MICHAELEEN PATRICIA, PH.D. *The Pennsylvania State University*, 1980. 172pp. Adviser: Mary M. Dupuis

This investigation attempted to determine the possible presence of differences occurring in the structure, vocabulary diversity, and fluency of written language between 143 Black and Caucasian tenth-grade students when socioeconomic statuses and achievement test scores were comparable for both groups. In addition, the study assessed the extent to which variation in written language occurred between the sexes within each racial group.

Four indices were used to measure the dimensions of written language under investigation. Fluency was measured by composition length. Vocabulary diversity was assessed by the type-token ratio. Structure was evaluated by means of the subordination ratio (Hunt, 1965) and mean length of T-unit (Hunt, 1965).

In order to adequately sample students' linguistic repertoire, each subject wrote a composition in response to a picture stimulus on three separate occasions with two-week intervals between writing sessions. The three samples written by each subject were treated as one corpus. The investigator obtained socioeconomic data and achievement test scores for

all subjects. Socioeconomic status was measured by means of the Two Factor Index of Social Position (Hollingshead, 1957) and achievement scores were the results of the Total Battery Percentiles for Level 4, Form S of the Comprehensive Test of Basic Skills (CTB/McGraw-Hill, 1974).

Following procedures outlined by Hunt (1965), three trained raters marked T-units and counted subordinate clauses. The mean interrater reliability coefficient for T-units and subordinate clause counts was .98. The mean interrater reliability coefficients were .983 for marking T-units and .97 for identifying subordinate clauses.

The revised Computerized Language Analysis System (Cartwright, Rhodes, & Bahn, 1979) was run over all language samples. The program gave statistics for the number of T-units, mean length of T-units, the type-token ratio, and the total number of words written for each subject's corpus. The investigator calculated the subordination index for all subjects. A two-factor analysis of covariance was used to assess the data. The achievement test scores served as the covariate and socioeconomic status as the blocking vehicle. F-tests were performed to test the significance of all hypotheses.

The main results of statistical analysis of the data indicated the following: (1) Black students wrote significantly longer compositions than Caucasians ($p < .10$), but the latter subordinated significantly more than Black students ($p < .10$). (2) No differences were found between the races for vocabulary diversity ($p > .10$). (3) No significant differences were evidenced for mean length of T-unit between the races ($p > .10$) or between the sexes within each racial group ($p > .05$). (4) No differences were found between the sexes within each racial group for fluency ($p > .05$). When these same groups were compared on the type-token ratio measure, significant differences were found to favor males ($p < .05$). (5) Females subordinated significantly more than males ($p < .05$).

Conclusions drawn from this study are as follows: (1) The findings show that Black tenth graders are more fluent than their Caucasian peers. However, Caucasian students appear to subordinate more than Black students. These results suggest that Black students deploy structures other than subordinate clauses to lengthen their compositions. The results also imply that males may not have developed the ability to use subordination to the extent that females have. (2) Because the type-token ratio is inversely affected by composition length, findings concerning performance on this measure are not conclusive. (3) Neither Caucasian and Black students nor males and females appear to differ in terms of syntactic maturity as measured by mean length of T-unit.

CONFERENCING PRACTICES OF PROFESSIONAL WRITERS: TEN CASE STUDIES

Order No. 8104233

REIGSTAD, THOMAS JOHN, PH.D. *State University of New York at Buffalo*, 1980. 374pp.

The purpose of this study was to describe how ten different writing teachers, who are well-published writers themselves, conduct individual writing conferences with their students. To learn about what happened during one-to-one writing sessions, this study relied on observation and audiotapes of tutors and students at work in conference situations, interviews with participants, and examination of written products that formed the basis of each tutorial meeting.

The ten teachers who participated in the study (Roger H. Garrison, Walker Gibson, Donald M. Murray, and others) were selected because they are professional writers (of poetry, short and extended fiction, non-fiction) who teach college writing courses and who require of their students periodic attendance at individual writing conferences. Forty students enrolled in the undergraduate non-fiction writing courses participated in the study.

The investigator sat in on and audiotaped forty one-to-one conferences (four per tutor). Students were interviewed immediately after each conference and tutors were interviewed after all four sessions were held. And student drafts and revisions based on the conference were collected. Transcripts of taped conferences, responses to interview questions, and student written products were analyzed in order to assemble case studies of the ten individual tutoring styles.

The event structure of each conference was described by segmenting the session into its major parts or phases, then into specific activities within each major phase (e.g., questions posed by the tutor, talk about aspects of the composing process). Then, the role structure of each conference (predominant tutor-student relationship, kinds of roles adopted by tutors, general conference climate) was described. Finally, revised versions of student papers were compared to the conference draft.

After examining the ten individual tutoring portraits, three general conference models emerged: a teacher-centered one in which tutors controlled the major moves during the conference, asked mostly closed or leading questions, focused the questions and other talk on the paper, and did most of the talking and problem-solving for students; a collaborative model in which tutors, although still determining moves from one phase to another, involved students in problem-solving and decision-making, and often drew students out, via open and probe and prompt questions, into off-the-paper, exploratory talk; and a student-centered one in which tutors asked open questions and listened as students identified problems and discussed their composing process, before offering reactions and strategies. Some common ingredients among the ten conferencing practices were: each tutor adopted the roles of interested reader, evaluator, and partner in writing; conferences were usually comprised of three distinct phases; tutors spent most of each session working on one or two central problems; tutors often suggested strategies to help students; question-asking was a major part of tutor talk; tutors shifted in their roles and relationships (as teachers and as conversants); and, generally, tutors maintained a non-threatening, informal conference climate. It was also found that students generally made most of the revisions talked about in conference on their final papers and that most students were well aware that their teachers were writers.

ASPECTS OF VERBAL BEHAVIOR IN WRITTEN COMPOSITION: CONTRASTS BETWEEN FORMAL AND NON-FORMAL OPERATIONAL THINKERS OF COLLEGE AGE

Order No. 8105237

SMITH, MYRNA JUNE, ED.D. *Rutgers University The State U. of New Jersey (New Brunswick)*, 1980. 292pp. Chairperson: Janet Emig

Jean Piaget's stage theory of cognitive development postulates that adolescents and adults can perform certain mental operations that children cannot: mainly, the use of propositional logic, not only in experimental problems, but also in purely verbal questions. The purpose of this study was to determine and to contrast the verbal behaviors in the writing of college students who were determined to be at the formal operational level versus those who were not. Students were categorized as formal or non-formal operational thinkers by the Island Puzzle of Karplus and Karplus and by the pendulum task of Inhelder and Piaget. Ten students, five from each category, were chosen for the study. Selected writings from their second semester freshman composition classes were divided into transactional (analytic) and poetic (imaginative) writing and analyzed for indicators of formal thought as proposed by E. A. Lunzer and E. A. Peel as well as by Inhelder and Piaget.

Transactional writing was examined in terms of describer thinking as opposed to explainer thinking; propositional markers; acceptance of lack of closure; and maturity of style as determined by linguistic and rhetorical analyses. The analysis of transactional writing showed no consistent differences between formal and non-formal operators. However, only non-formal students wrote essays that were categorized as products of describer, as opposed to explainer, thinking.

Poetic writing was examined for the presence of multiple-interacting systems as illustrated by the integration of plot and theme. During the analysis it became apparent that use of the subjects' autobiographical or biographical information as the basis for the short story and the kind and amount of revision they performed were also important considerations in poetic writing and, therefore, were included in the study.

The analysis of poetic writing resulted in the following observations: Students in the formal operational group integrated plot and theme apparently creating multiple-interacting systems, whereas non-formal students were much less able to integrate plot and theme. Non-formal operators also relied much more heavily on autobiographical or biographical material and did not substantially change actuality when fictionalizing it. Formal operators either did not use their own experiences or, if they did, changed them into a fully-realized short story. Also, students in the formal group restructured their stories much less than the non-formal students, indicating that they conceptualized their stories much more completely either before or as they wrote.

Two case studies, one from each of the formal and non-formal operational groups, were carried out to illuminate further the differences found in the analysis of the two groups and to suggest new distinctions. The formal thinker used more routinely tight organization patterns that seemed independent of the subject matter. In contrast, organization and structure of the non-formal student's essays seemed more dependent upon her knowledge of the subject.

Although the formal operator did not restructure her story, she made many more revisions than the non-formal operator. One explanation is that the formal operator perceived her story in holistic terms and made changes that would satisfy her view of what her story should be. The non-formal operator made most of her revisions in response to teacher criticisms.

This inquiry suggests that knowledge of, or interest in, a subject may be a critical factor in students' abilities to use advanced skills as in writing. It also suggests that students who have not achieved a certain level of formal operational thinking are tied to actuality and seem unable or unwilling to alter it to achieve fiction.

Implications for teaching and further research are included.

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